



**Sharing Information on Progress
on implementing
Principles for Responsibility
Management Education
at
EBS Unviversity**

Bi-Annual Report 2018

Contact Information

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EBS  Business School

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Letter of Renewed Commitment of EBS University of Business and Law to adopt the Principles for Responsible Management Education

Dear Ladies and Gentlemen,

Our university proudly belongs to the first 40 universities, who committed themselves to the UN Global Compact Principles for Responsible Management Education. Since the past ten years we have been continuously striving to become better in serving our purpose, committing to our values, exploring new teaching methods and engaging in responsible research with reliable and responsible partners, with which we provide spaces for dialogue on social and business innovations, sustainable solutions and responsible actions.

Much has changed during the last year but the key global challenges such as accelerated economic change, global population growth, and numerous social and environmental problems remain and we at EBS are highly aware of them. These challenges have brought about a more intensive debate about the role of institutions in society, about values and the way we live. Equally, the growing pressures on leaders and managers to perform and achieve create dilemmas and choices which are increasingly tough for organizations and individuals. EBS recognizes and fully accepts its responsibility to work with all its stakeholders – students, faculty, staff, alumni, business partners and the wider academic, business and other communities – to create awareness, generate new insights and learning programs to help them deal with these global challenges. EBS sees itself and seeks to behave as a socially aware organization. This self-image permeates the organization in its entirety and influences the types of students, faculty and staff EBS attracts and how the school interacts with, supports and influences all its stakeholders.

Our concept of responsibility is a very broad one and it covers issues of ethics, responsibility, and sustainability (ERS). *Ethics* implies that members of the school conduct their activities in accordance with legal, professional, and academic moral standards. *Responsibility* implies that members of EBS conduct their activities not only based on economic considerations but, at the same time, consider ethical, social and environmental impacts. *Sustainability* implies that members of EBS strive to contribute to solving key social and environmental problems of global society.

EBS Universität für Wirtschaft und Recht gemeinnützige GmbH

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PRME gives us the opportunity to assess what we have achieved so far but moreover what we may achieve when we combine our forces to strive for a more sustainable and just economy in democratic societies and to exchange this with our PRME partners. This is very important to us and we are glad and proud to be part of this great network.

Sincerely,



Prof. Dr. Markus Ogorek
Präsident

OVERVIEW PRME AT EBS

Purpose	Description of Past Actions Redefinition of Mission Statement	Assessment of Outcomes New Strategy Restructuring of Institutes and Centers	Objectives for the next period Implementation of strategy New Center of Service Learning
Values	Our Values Codes of Conduct Guidelines for good Research	Ombudsman for Ethical Conflicts Coaching Students Ressorts	Revision of Ethical Guidelines Alignment and Integration students extracurricular with in community based research/ service learning projects. Ongoing survey and documentation on impact of student resort impact
Methods	Philosophy Personal Mastery Business and Society Consulting Field Studies SCI	Implementation of Bachelor Re-Design No of students enrolled in Social Impact Projects	Integration at Master and Doctoral Level Certification of community based research/ service learning projects
Research	Increased research on topics concerning responsible management Increased Studies on Ethics, and Sustainability	Examples of engaged faculty research: Julia Hartmann Karin Kreutzer Richard Raatzsch Roland Mattmüller	+Faculty Fellows Program to incentivize CBR +Structured Survey on Community Outreach Projects for scientific research
Partnership	Alumni Corporate Partnernetworks Nonprofit Partnernetworks	Extension of Alumni Network/ active participation in regional chapters and senate. Roundtables and with Conferences Practitioners	Partnership with Alumni-Network Extension of Partner-Network through Certification Programm Extension through progression of SI program
Dialogue	Overview on affiliated Networks regarding ERS	TED Talks Women in Business Talks Social Impact Days	Institutionalization SCI Awards
Practices	Accredations Sustainability on campus Environmental practices	AACSB Accreditation Process	Quality Management

1. REDEFINING OUR PURPOSE

EBS is a private university characterized by entrepreneurial spirit and conduct. It is known for its internationality, its strong partner network and excellent academic standard in academic education. We provide our students with an international educational experience in Germany, created jointly by our faculty and our professional staff, who are dedicated to excellence in academic research, participant-centered learning, and business practice, backed by our network of alumni and corporate partners.

In our strategy process we thus far focused on these pillars as a more classical mid-term strategy. However we decided to augment our mission towards a more long-term strategy.

In our new mission we see ourselves as ***educators and researchers to guide the next generation of open-minded, critically thinking and highly skilled business and legal professionals, leaders and entrepreneurs to cope with future challenges and to understand and shape an uncertain, rapidly changing world.***

This statement provides information on important aspects of the schools aspirations and strategic approach. According to Prof. Markus Kreutzer, Dean of EBS Business School it signifies for the irrevocable unity of research and teaching, and thereby addresses in particular the uncertainty of the economic and social environment provoked by globalisation, technological change and disruption: *“We must enable students and professionals to become highly skilled, critically thinking, and globally minded experts, managers, and entrepreneurs who take the lead in times of uncertainty and disruptive change such as ours”*, says he.

In order to complete this mission we are continuously exploring innovative teaching methods and research projects to maximize our impacts. Thus the students at EBS University receive an education based on the ability to come to terms with this uncertainty, with practice-empowered, scientifically sound and internationally oriented preparation, enabling them to take on management functions and social responsibility based on the Code of Conduct.

Our study programs impart the outlasting skills for ongoing critical revision and further development of expertise, on the one hand to recognise structures and, on the other, willingness for life-long learning. EBS’ understanding of excellence attracts students and professors who are both talented and enthusiastic, performance-oriented and creative. With the methodical combination of business administration and legal elements, EBS University fosters the students’ ability to think and understand interdisciplinary issues, thus providing a particular added value. One of the outstanding added values of the entrepreneurial EBS Universität für Wirtschaft und Recht is the specific advancement of network skills and the opportunities to use the EBS network. This forms a fundamental attitude to excellence achieved by teaching practice-oriented skills. In addition to training networking capability, EBS Universität can draw on an exceptional network of corporate partners, alumni, sponsors and friends who can offer students excellent career opportunities after graduation.

Measures for Implementation of EBS new mission

In order to overcome those bottlenecks that hinder EBS` ability to deliver its mission and reach its short-/mid-term vision we are taking concrete measures.

To eliminate a key bottleneck and generate strategic profile, EBS intends to grow faculty. We therefore pursue with strict priority to fulfill the **EQUIS** and AACSB criteria in terms of faculty size and diversity with a detailed growth plan up to 2021.

Another measure is that we strengthen four EBS Institutes as areas of focus. These are

- The Strascheg Institute for Innovation, Transformation & Entrepreneurship (SITE) builds on the main idea of creating and managing success through innovation and transformation. The corner stones are generating innovation, implementing innovation, and steering innovation.
- The Real Estate Management Institute (REMI) aims to serve as a thought leader in the real estate industry in Germany.
- The Insight Mobility Institute (IMI) will explore phenomena in the context of four corner stones: Move – the way we travel and commute. Work – the way we collaborate. Buy – the way we fulfil utilitarian and hedonic needs. Feel – the motives and drivers of our mobility decisions.
- The Modern Management Institute (MMI) focuses on the requirements managers face in dynamic, uncertain, and complex environments. Three themes are covered: (1) development of leadership and managerial skills; (2) development of novel approaches to strategy and management practice; (3) impact of business on society.

Furthermore we are planning to establish a new **Center of Service Learning** at EBS Universität in order to mainstream Service Learning and Community Based Research approach across all disciplines and tracks and to develop scientific approaches to measure impact programs and projects for mutual development

2. LIVING OUR VALUES

EBS Community is committed to the following set of values that EBS faculty, students, senate and management have agreed upon:

Responsibility

Each EBS member (whether student, graduate, employee or professor) assumes responsibility for herself/himself, for others and for her/his topics and tasks. This applies to her/his study and to any subsequent career.

Each EBS member commits herself/himself to implement assigned tasks and projects to the best of her/his knowledge. Each EBS member is obliged to estimate the consequences of a decision and to take responsibility for it.

Responsibility is the guiding principle of all actions for students, graduates, employees and professors. Each EBS member advocates and sets an example of responsible conduct and demands that from others.

Trust

Mutual trust is the basis for success at EBS Universität. Each EBS member has confidence in his own strengths and competencies, as well as that of his fellow students and colleagues. Each EBS member fulfils her/his tasks and projects with the necessary commitment and sense of responsibility.

Respect

EBS members respect other people, their opinions, views, ways of thinking and efforts. They treat each person with respect and appreciation. EBS members respect other scientific opinions and value scientific exchange. EBS thrives on diversity: EBS members respect background, culture and faith of our students, employees and professors. Internationalisation and cultural exchange are major pillars of our university.

Passion

EBS members advocate their topics and projects with outstanding commitment and courage. They put them into practice of their own volition. EBS members face challenges courageously and develop innovative and creative solutions in the context of a constantly changing environment accompanied by increasing uncertainty. By means of guiding ideas, EBS members promote their projects with dedication and enthusiasm.

Integrity

EBS members are aware of and comply with the current legislation and the internal rules of EBS Universität. EBS members are honest with others and themselves; respect and safeguard the defined values of EBS; and set a positive example. Integrity is the basic success factor for every entrepreneurial and academic activity. The defined values of EBS constitute the ethical foundation of each action and cooperation among students, graduates, employees and professors of EBS Universität.

WHAT WE DO TO LIVE OUR VALUES

We foster a strong sense of responsibility and integrity in our students by providing various means to enhance their self-efficiency and social skills. This process starts even before the enrollment since we select the quality of student intakes by rigorous selection processes. These include a personal interview which assesses not only academic ability but personal qualities including social awareness and engagement.

In order to ensure that the EBS community lives up to its values we have implemented ethical codes and policies that are binding for students, faculty and staff such as

Faculty and Staff Code of Ethics and Ombudsperson

The EBS Guidelines for Safeguarding Good Scientific Practice and the Procedure in Cases of Suspected Scientific Misconduct are based on the DFG Proposals for Safeguarding Good Scientific Practice (DFG stands for

Deutsche Forschungsgemeinschaft or German Research Council). The policy prohibits activities such as plagiarism, misrepresentation, and falsification of data. Alleged scientific misconduct is dealt with by the Ombudsperson and the Standing Committee for the Investigation of Alleged Scientific Misconduct. The policy is an integral part of all EBS employment contracts and is regularly updated.

Student Code of Conduct and EBS Judicial Board: The EBS Student Code of Conduct specifies expectations about academic integrity and rules that apply in case that student misbehavior with regard to these expectations is detected. The EBS Judicial Board is responsible for deciding on allegations of non-academic misconduct among students.

Financial Aid for talented students

EBS also provides financial aid to students who want to study at EBS but have financial constraints. When allocating financial support, the results of the personal interview are considered inasmuch as applicants who demonstrated outstanding achievements in social engagements are in a better position to receive financial aid. An example of a guideline on allocation of financial aid will be provided in the baseroom.

In addition, EBS and several partner institutions offer scholarships for students from specific backgrounds:

- The Péter-Horváth-Scholarship is only open to Hungarian, Polish, Estonian, Latvian, Czech or Lithuanian citizens whose first degree was earned in one of these countries. All applicants must demonstrate outstanding social commitment.
- The Paula Seipel scholarship is awarded to an academically talented, young woman who has been strongly committed to social and societal engagement before entering EBS Business School.
- The Vodafone Foundation is awarded to first year students living in Germany with a migration background, regardless of nationality, residency status and type of higher education entrance qualification.
- The Votum Foundation is an orphan's foundation that supports orphans, children of a widowed parent or children of divorced parents up to the age of 27, whose life is centred in Germany, by providing loans or granting (partial) scholarships.

Personal development

Personal student development is an integral part of our curriculum to develop responsible leaders. Coaching@EBS, one of the distinctive strengths of the School, is a personal development opportunity offered to all undergraduate and graduate students and doctoral candidates. The focus is on development of interpersonal, social and leadership skills and social awareness. Another element of personal development is the course offering in Personal Mastery.

At EBS, student development is designed to increase awareness of the importance of ERS. Corresponding teaching and learning experience is provided throughout their

studies. EBS students have a lively campus life and, often, they initiate social projects, organize charity events and help others in achieving their goals. EBS supports the student initiatives by providing facilities and administrative support.

Student initiatives

Several student initiatives are designed to enable involvement in areas of particular student interest and outside their field of study. Initiatives shall make real contributions to society and develop student social awareness.

- “Students Help”: student initiative that organizes social events such as blood donation on campus, collection of donations for the World Aids Day and the annual charity campaign "Weihnachten im Schuhkarton" (Christmas Shoebox Appeal).
- MAD e.V. (Make A Difference): initiative to engage in fundraising and house-building initiatives for people living in less advantaged areas.
- Women in Business: student resort that engaged for gender equality by providing an ongoing panel for discussion and exchange between practitioners, academics and students.

Students engage in many other extra-curricular activities that train and develop their capacity to become responsible leaders such as the organization of congresses, charity events, sport challenges and the like.

Awards

Students are recognized for their social engagement with several awards granted at graduation. In addition, they may receive a certificate of appreciation in case of an outstanding social engagement within the Social Impact Programme.

- EBS Dean's List Award: This award recognises students who have shown exceptional extra-curricular social engagement. In 2014, the award was granted to 6 Bachelor and 4 Master students.
- Martin Krämer Award & Arnd Schikowsky Award (EBS Alumni): The EBS Alumni offer the Martin Krämer and Arnd Schikowski Awards that are granted to students who have demonstrated outstanding achievements in social engagement among other achievements.

3. ADAPTING OUR METHODS

As stated in the previous, EBS strives to cultivate in all students a sense of responsibility which goes along with the positions they are likely to acquire in their later professional life. This aspiration is embedded in an overall consideration of ethical and other fundamental aspects of human life which are mandatory in the degree programmes. At the same time, we want to disseminate knowledge and develop capabilities in ethics, responsibility and sustainability. Hence, EBS programmes are designed in a way that ALL students at all levels and in all programmes are exposed to topics related to ERS both explicitly in specific ERS programmes and throughout the curriculum implicitly.

As stipulated in the EBS Faculty Policy and Procedures, the academic director is required to develop the programme strategy based on the school's strategy so programme contents need to support a main goal of EBS which is to cultivate in all

students a sense of responsibility. Resulting from this, the development of responsible leaders is a main learning goal in all EBS programmes involving the perspectives of all stakeholders who have in the past encouraged EBS to update its programmes to reflect social and environmental issues. Annual reviews ensure that course contents are regularly updated.

In addition to these specialized offerings, both those people formally holding formal ERS-related appointments and those informally interested in ERS integrate ERS in the teaching portfolio. Examples include but are not limited to:

- Operations Management, undergraduate, mandatory: includes a session on environmental operations and green supply chain management
- Advanced Strategy, undergraduate, elective: includes a session on stakeholder management and corporate social responsibility
- Corporate Finance, graduate, mandatory: includes a session on the ethics of financial markets

At EBS, students are exposed to topics related to ethics, responsibility and sustainability from the beginning of their studies until graduation. The offering of ERS related contents includes a wide variety of teaching formats including courses, field studies, written assignments, project work, service learning, and many others thereby providing a rich and deep learning experience to EBS students. The following table presents an overview on teachings related to PRME:

Course	Level	Type	Objective
studium universale	Bachelor	mandatory	– familiarize students with the fundamentals of logic, reasoning and ethics
Business & Society	Bachelor	mandatory	– address the role of business in society
Socio Cultural Impact	Bachelor & Master	elective	– develop students' cognitive, social and intercultural skills through discovery, engagement and impact
studium fundamentale	Master	mandatory	– deepen students' knowledge on ERS in governance and ownership
Personal Mastery	Bachelor & Master	mandatory	– develop key skills such as leadership, entrepreneurship, teamwork etc.
Sustainable Real Estate Development	Master	mandatory	– familiarize with implications of sustainability in real estate, accreditation and certification and legal aspects
Sustainability along Global Value Chains	Master	elective	– familiarize and apply concepts of sustainable development in production, product development and supply chain management
Social Entrepreneurship & Social Business	Master	elective	– familiarize with and apply concepts of social entrepreneurship and social business
Consulting Field Study	Master	elective	– simulate real-life consulting challenge regularly relating to ERS
A Crash Course on Empirical Theory	Doctoral	mandatory	– Critically discuss and reflect on theory and philosophy of science

COURSES RELATED TO ERS AT BACHELOR-LEVEL

Philosophy and Ethics

EBS offers a "*studium universale*" that is especially tailored to business administration courses. Students are introduced to the methodical principles of scientific theory and the methodological fundamentals of management science. They learn to deal with important philosophical and ethical issues, taking a look beyond business administration and sharpening their view of corporate social responsibility. Lectures on sustainability, service Learning, rhetorics and coaching, intercultural communication and other issues complete the programme. Professor Dr. Max Urchs and Prof. Dr. Richard Raatzsch are responsible for the *studium universale* at EBS.

SOCIO CULTURAL IMPACT (SCI)

SCI is an experiential learning program at EBS since 2008. Students usually form teams of six people to enter a certain social living world that is very different from their own in order to support, solve tasks or tackle specific problems of an NGO. In these essentially new and uncertain situations they have to react and act in a responsible manner/ with regard to diversity and inclusion. SCI has a network of about 24 local and international partner organizations where students may serve and learn. Most of them are welfare institutions such as local soup kitchens, senior homes, refugee camps or facilities for handicapped, homeless or migrant people. Students learn by designing, executing and evaluating projects with social impact mostly in welfare institutions and international NGO's. By doing so they learn how to apply and refine their theoretical models through practice and to transfer learning outcomes back to their studies and their future careers.

Most SCI projects are motivated by economical and societal conflicts and dilemma situations such as poverty, migration, demographic change, globalization etc.. By supporting welfare institutions through community based research and innovative projects students are trained in handling these conflicts in our communities in responsible manners. Furthermore SCI assumes that by committing some of their time and energy to support the community students will be able to think critically, become aware of and change their social behaviour and enhance their skills regarding teamwork, conflict solution and intercultural management.

SCI projects are designed to encourage students to impact and to reflect their impact on society for example by supporting social startups, fundraising activities and innovative social and ecological change projects in organizations. Students are mentored in this process in order to enable them to make a substantial contribution and a meaningful difference to their learning. Via successful implementation of project work, critical reflection and assessment of learning gains, it promotes responsible leadership and self-development. The experience and personal advancement gained from SCI can enhance personal traits such as enthusiasm, commitment, confidence, the ability to solve value conflicts and communication and supports the students in broadening one's horizon and developing a well-rounded personality. Students demonstrate what they have learned by submitting an iterative learning diary, a self-reflective essay and a presentation on their learning outcomes and transfers.

WHAT WE HAVE DONE TO ENFORCE OUR VALUES IN THE PAST 24 MONTHS

We have fully integrated Service Learning into the bachelors curriculum as a three credit course. Because of this Service Learning is ell established program at bachelor level. We work with more than thirty part organization and offer community services with a growing number of community based research formats.

We have also developed some interesting Community Based Research formats in order to develop together with our local communities. In addition we have been holding lectures and workshops regarding Service Learning and we have started our first research in this year.

We also play an active role in the newly established national service learning network “Bildung durch Verantwortung” by delivering lectures, articles and workshops as well as organizational support. We are also active in fundraising for our program and have a network of eight business leaders who serve as supporters and mentors in our programmes.

OUTCOMES

About 200 students participate per semester and serve about 60 hours each. This adds up to total of 24.000 service hours per year which can be considered a substantial social impact on our communities. We do research on these outcomes and also enhance the development of our partners and projects by a constant evaluation of the results.

We have delivered four workshops and contributed four articles on SL at business schools in the past two years. Furthermore we have raised about 80.000 Euro p.a. in order to finance our institute and our programmes.

OUTLOOK

We want to use the opportunity of celebrating ten years of Service Learning at EBS by opening a new “Center of Service Learning” at EBS Universität für Wirtschaft und Recht. The new institute is designed to fulfill the following objectives:

- Full integration of Serive Learning at all levels of the university by offering a Certification Programme consisting of a mandatory Introduction module (SL 101), 60 hours of community service and a service learning course.
- Faculty Fellowship Programm for scientists from all faculties for incentivize more interdisciplinary community based research projects
- Network of Alumni and Partner to sustain social activities and projects evolving through the center

BUSINESS & SOCIETY

Our courses on “Business & Society” taught at Bachelor level (2nd semester) by Prof. Dr. Julia Hartmann, Prof. Dr. Karin Kreutzer, Prof. Dr. Michael Nietsch provide an extension to classical theory and practice in strategic management that goes beyond mere profit maximization goals. Of course, business must generate profit for their owners in order to survive. At the same time, however, businesses also serve a

public purpose as they create value for society. They are responsible for professional development of their employees, innovative new products for their customers, and generosity to their communities. They must partner with a wide range of individuals and groups in society to advance collaborative goals. They must consider limits of the natural environment. In other words, businesses have a variety of responsibilities and need to consider the interests of a variety of stakeholder groups. At no time have businesses faced greater public scrutiny or more urgent demands to act in a socially and environmentally sound manner than at the present.

This course addresses this complex agenda of issues and their impact on businesses and stakeholders. We will readdress such central issues as the role of business in society, the nature of corporate responsibility and corporate citizenship, business ethics practices, the interaction of businesses with governments, environmental degradation and environmental management.

The course includes a variety of pedagogical means including case studies, practical exercises, analyses of audio- and video material, newspaper reports and the like. The course is highly interactive and students are expected to be prepared for classes and participate in class discussions. The Session Plan includes topics such as Business & Stakeholder Relations, Corporate Social Responsibility and Creating Shared Value, Case Study: NIKE and International Labour Rights, Globalisation & Diversity, Corporate Social Responsibility and Compliance, Company and Community, Business and The Natural Environment, Managing Environmental Issues, “Does it pay to be green...?”, Sustainable Products and Services, Sustainability in the Value Chain and Sustainable Marketing & Consumer Behavior

STRATEGY CONSULTING

Another example for the Integration of ERS Topics in the curriculum at Bachelor Level is our module on “Strategy Consulting” for Bachelor Students of the 5th & 6th semesters, taught by Prof. Dr. Julia Hartmann and Shalini Rogbeer, PhD

This module offers interested students the opportunity to gain in-depth knowledge about the management of strategy as a manager, as well as a strategy consultant. It also provides a skill-development complement for those students with a career focus on consulting, and for those who pursue a career in other functional areas but who wish to acquire general competencies in the consultancy process.

The module has two components: The course “Advanced Strategy” and a “Consulting Workshop”. The course “Advanced Strategy” marks the milestones in the development of strategic management theory over the past forty years and reflects on future developments of strategic management. By collecting contributions of some of the most influential thinkers on strategy, students reflect both the power of the ideas which have shaped the thinking about strategy, and the rich variety of its intellectual heritage. One session of this course is dedicated to corporate responsibility. For this, students prepare two readings, Wood’s seminal work “Corporate Social Performance Revisited” and Michael Porter’s “Creating Shared Value”. These two contributions are the starting point for class discussion about the extent to which social and environmental responsibility affect corporate performance. Another session is dedicated to stakeholders, i.e. any group who is affected or may be affected by business activities.

COURSES RELATED TO ERS AT MASTER-LEVEL

MASTER & MBA CONSULTING FIELD STUDIES

Another method that we employ to provide students with an intense learning experience are so called “Consulting Field studies”. Students are assigned to teams to develop an original solution to a practical problem. Typical tasks are for example the development of disruptive business models and internationalisation strategies. The challenge is given by one of the school’s partner companies. Thereby, students are provided with access to the network of EBS and experience first-hand the nature of actual strategic challenges. Partner companies can be large corporations such as for example Deutsche Post, Porsche, Leifheit or Husqvana, but also small to medium-sized firms. These are very often hidden champion firms. By cooperating with such companies, students experience a unique feature of the German economy, namely the large number of rather small firms that operate very successful in B2B niche markets on a global scale.

Since field studies involve an unstructured and previously unsolved problem with an open outcome to the solution process, students experience a high amount of uncertainty and learn how to work under such conditions. Students learn how to guide their own learning process and structure their approach to the problem. They have the opportunity to apply existing theories and tools, learn how to find appropriate concepts on their that can be applied to problem, and learn how build own frameworks for structuring practical work. In addition, field studies are an intense learning opportunity to reflect on the dynamics and challenges of working in teams, in particular from an intercultural and interdisciplinary perspective, since teams are composed of students from several different countries and educational backgrounds. Students are mentored in their development process – both in terms of the content and the learning experience of working in teams – by an experienced faculty member and by trained coaches in case of need.

Field studies also offer the opportunity for additional soft skill practice, since students learn how to prepare presentation for executive board members and how to present results to and interact with them, as students present their results to the board of the company or the responsible division head. Students furthermore learn how to use digital collaboration tools for efficient and effective project work. Field studies are a core element of the schools vision to prepare student for uncertain business context by providing them with a learning experience is co-created by faculty, staff and the schools network partners.

THESES-EXAMPLES

The following list display examples are theses crafted by students to obtain either one of the degrees Bachelor of Science, Master of Science or Master in Business Administration at EBS

Bachelor of Science Theses

- A Critical Review of the Rules and Regulations Behind Organic Labels in the Food Sector: A Comparison of American and European Labels
- Economic Democracy – Ethical and Economic Evaluation of Corporate Leadership
- Cost Externalisation and Its Ethical Implications
- Corporate Social Responsibility: Strategies and challenges in Small and Medium-sized Entreprises
- Digital Transformation and its Effects on the Retail Industry – Strategies for Fashion Retailers to Benefit from Digital Transformation
- Going Global – The Process of Finding the Suitable Go-to-Market Strategy for Adapting to Local Specifics to Successfully Enter a Foreign Market
- International Management. A Guide to Successful International Expansion
- Managing Differences across the Globe – Capabilities in Global Management
- Relationship of Cultural Differences and Choice of Entry in M&A Decision
- The digital transformation of industries
- The Power of Fair Trade Labels
- The Problems of the Bio Labels: Understanding why consumers buy bio products

Master of Science Theses

- Ethics in Leadership
- Global coordination that supports innovation: The case of the VW Group
- The behavioral theory of R&D expenditures and innovations
- Feasibility of replacing conventional fuels with alternative fuels in cement plants in Dar-es-Salaam, Tanzania
- Product Diversification, International Diversification, and Firm Performance in Hybrid Home Country Environments
- Corporate Social Responsibility in Multinational Corporations An Explorative Research Approach

4. FOSTERING ENGAGED RESEARCH

Our research strategy rests upon three central pillars. First, research questions we deal with are based on managerially relevant problems. On-going dialogues with experts from companies provide valuable information for our research agenda. Second, we emphasize theoretically sound and methodologically rigorous research. In order to continuously develop our academic expertise, members of the team regularly discuss their findings with representatives from the academic community at research colloquia, international conferences and writing workshops. We frequently organize and participate in trainings and seminars ourselves to advance our

knowledge on scientific methods and academic writing. Third, publications in peer reviewed journals of high academic quality document our research results and findings. At the same time, we provide hands-on summative essays of our results which are published in practice-oriented journals and magazines.

ONGOING RESEARCH PROJECTS

OIL AND GAS FIRMS AND RENEWABLE ENERGY

Co-authors: Andrew Inkpen, Thunderbird School of Global Management, Arizona State University, USA

Kannan Ramaswamy, Thunderbird School of Global Management, Arizona State University, USA

Title: International Oil and Gas Firms, Renewable Energy, and the Changing Energy Landscape

Status: Proposal submitted to the *Special Joint Initiative: The Grand Challenge of Energy Transitions Journal of International Business Studies and the British Journal of Management*

The unpredictability that characterizes the transition to renewable energy for oil and gas companies makes investment decisions far more complex than it has been for decades. While some industry analysts suggest that the global energy sector will radically change over the next few decades as renewable energy displaces hydrocarbons as a primary energy source, others are less sanguine. There is an array of forces that will independently and collectively reshape the energy industry. While some of the impact of these forces is visible such the increasingly public role that environmental groups have been playing, there is significant uncertainty about many other factors (e.g., political realities, viability of emerging technologies) that are likely to impact the future. Given this cloudy mix of future scenarios, what explains the difference between the proactive choices of companies such as Ørsted that have made a significant change in their competitive scope from others such as Shell and BP that have made more limited changes or others, such as Saudi Aramco, ExxonMobil, Gazprom, and Rosneft, that have made few investments in renewables? This is the central question that underpins this study. We seek to isolate the key factors that explain the differences in firm-specific behaviors associated with the willingness to invest in renewable energy.

CSR AND NEGATIVE NEWS

Co-authors: Sebastian Heese, North Carolina State University, USA

Title: Taming the Beast: How Sustainable Supply Chain Management Shapes Negative Media Coverage

Status: Working Paper

Companies are increasingly associated with supply chain scandals in the media about forced labour, accidents, and environmental spills. Hence, we investigate whether company efforts to render supply chains more sustainable pay out for firms

in terms of a lower future likelihood of negative news coverage. Specifically, we use signalling theory and the risk management hypothesis of CSR to theorize a potentially curvilinear relationship between Sustainable Supply Chain Management (SSCM) and negative news coverage. Drawing on a sample of 756 firms and 4,257 firm year observations for the period 2002–2011, we indeed find support for the curvilinear relation: SSCM decreases future negative media coverage, but only when the engagement is very high. Companies benefit from further decreases in negative news reports when they use formalized external communication in form of CSR reports verified by external auditors and thus perceived as more reliable. In contrast, companies that engage in stakeholder dialogue do not benefit from additional decreases in negative media attention.

CONSUMER WILLINGNESS TO PAY FOR RESPONSIBLE PRODUCTS

Co-authors: Sabine Benoit, University of Surrey, UK

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Title: Asymmetric and Product-Type Effects in Consumer Willingness to Pay for Responsible and Irresponsible Product Attributes

Status: Working Paper

Retailers have the discretion to set prices for products and adapt those prices according to their customers' willingness to pay (WTP). Research into WTP has increasingly focused on markup effects, i.e., a higher WTP for Corporate Social Responsibility (CSR). Yet it seems equally important to know whether consumers show markdown effects, lowering their WTP for corporate social irresponsibility (CSI). Theory suggests asymmetric effects: the (attitudinal) reaction to CSI is supposedly stronger than to CSR. Retailers also need to know whether consumers' WTP reaction varies by product type. Previous research has shown different consumption patterns for hedonic and utilitarian products. Using experimental data, with an incentive-compatible measurement of WTP involving an actual purchase, we show that consumers show markup and markdown effects in their WTP for CSR/CSI. In contrast to theory we did not find asymmetric effects, however, which might be due to WTP being a behavioural and not attitudinal variable. There is evidence for a product type effect: Consumer WTP adaptation for CSR or CSI is stronger for utilitarian than for hedonic products. We conclude by presenting implications for retailers and industry along with ideas for further research.

TRUST DAMAGE AND TRUST REPAIR

Co-authors: Sabine Benoit, University of Surrey, UK

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Title: Trust Damage and Trust Repair in Supply Chains

Status: Working Paper

Chain liability denotes a phenomenon where consumers blame a market-facing focal firm for an incident caused by a contractor in the upstream value chain. Using Trust Repair Theory, this study analyzes the differences in trust damage for firms with prior communication about Sustainable Supply Chain Management as opposed to firms with no such prior communication. In addition, this study investigates the effectiveness of different supplier-directed strategies and actions in restoring trust. More precisely, we distinguish refuting strategies, which inform about the cause of the incident being a (sub)-supplier, and rectifying strategies, namely collaboration, monitoring, and relationship termination. Data are collected using a vignette based experiment with accompanying survey items collected from 1,103 respondents. Results suggest that Sustainable Supply Chain Management communication can repair the trust damage caused by irresponsible supplier behavior. In addition, rectifying strategies are more effective than refuting strategies in repairing trust: While refute strategies aggravate trust damage, all three rectifying strategies help to repair trust equally well.

RECENT PUBLICATIONS

Barnett, M., Hartmann, J. & Salomon, R. (forthcoming). Have You Been Served? Extending the Relationship Between Corporate Social Responsibility and Lawsuits. Accepted for Publication in Academy of Management Discoveries.

Hartmann, J. & Vachon, S. (forthcoming). Linking Environmental Management to Environmental Performance: The Interactive Role of Industry Context. Accepted for Publication in Business Strategy & the Environment.

CHAIR FOR SOCIAL BUSINESS, PROF. KARIN KREUZTER

Social Business Models – a typology (2017)

In this publication we differentiate between integrated, partly-integrated as well as differentiated social business models. Using a broad range of examples from various countries and sectors, we show that social business models differ in two parameters: the degree of integration of the beneficiaries as well as the allocation of resources to create economic and social value.

Study on Corporate Social Innovation (2016)

We analyzed success factors for Corporate Social Innovation projects of multinational corporations from different sectors which meet a real social demand and contribute to growth and profitability of the firm. In the study, we identify three critical success factors: partnerships with players from different sectors, a targeted social approach which allows leveraging existing corporate capabilities, and a dedicated budget combined with a committed team.

ONGOING RESEARCH PROJECTS (FORTHCOMING)

CSR and Transformational Learning (Tarik El Bouyahyani): We examine how CSR and the social engagement of organizations, through transformative learning, not only changes the recipients of CSR, but also the company and its employees.

Women's pathways to leadership (Elena Greguletz): This doctoral thesis uses a mix of qualitative and quantitative research methods and looks at personal, interpersonal, and societal barriers to career advancement of female leaders.

Organizational tensions in social enterprises (Elisabeth Niendorf): This dissertation project aims at analyzing types and mechanisms of organizational tensions in social enterprises and analyzes how certain types of business models and management competencies can decrease the risk for so called 'mission drifts' and increase the sustainability of social enterprises.

Organisational identity formation and change (Anna M. Pleser): This dissertation project aims to investigate how founders of social businesses influence the formation of organisational identity based on their leadership style. Moreover, the change of identity within organisations is examined to understand how organisations balance the question of 'who we are' in times of organisational change.

Social Identity Formation Processes in the Context of Social Entrepreneurship (Franziska Schwarzer): Membership criteria of the group of social entrepreneurs are not yet clearly defined. We investigate the effects that the resulting fuzzy group boundaries have on social identity formation processes.

Social Software in a Cross-Sector Social Partnership – Case Study Regional Refugee-Integration (Andreas Hesse): We analyze how multiple sectors (business organizations, welfare organizations, governance authorities and agencies, private associations etc.) collaborate with each other. In particular, we look at the question how a digital application (social software platform) can support this coordination.

Contemporary mobility (Katrin Merfeld): This research focuses on different fields in the sharing economy as well as autonomous driving technology. With regards to the sharing economy, the focus lies upon the sharing of assets in general as well as peer-to-peer carsharing and carsharing with shared autonomous vehicles in particular. Further, it addresses topics in autonomous driving with regards to its consumer perception and ethical implications.

Entrepreneurial Orientation in the Context of Social Venture Creation (Kathrin Lurtz): This dissertation employs qualitative research methods and focuses on entrepreneurship on the organizational level in nonprofit organizations. It investigates the role of entrepreneurial orientation in the founding process of a social venture.

Legitimation in Cross-Sector Social Partnerships (Dominik Rüede): This qualitative research analyzes the legitimation process of such a cross-sector social partnership (CSSP) under the main research question is: "How do cross-sector social partnerships legitimize themselves over time?"

5. NUTURING PARTNERSHIPS

Reliable Partnerships are very important strength of EBS University at large and especially with regard to progressing in issues of Responsible Management Education (PRME). Our faculty is engaged in a large array of partnerships in this region and beyond.

Associated Memberships

Association	EBS Membership	Objectives
United Nations Principles of Responsible Management Education	Active member	Commit to and share knowledge on responsible management education
European Business Ethics Network Deutschland e.V.	Active founding member	Support and promote the intercultural dialogue on business ethics
Bildung durch Verantwortung- National Academic Network Service Learning	Active member	Develop knowledge on service learning Provide for a platform for dialogue
FONA Forschung Nachhaltigkeit – Research for Sustainable Development	Active member	Network platform for interdisciplinary research on sustainable development

Corporate partners do not only provide practical challenges theory has to face but are also active in funding new chairs and institutes, concerning research on applied ethics, sustainability and social business at EBS.

Institutional partners of EBS are e.g. the City of Wiesbaden, the Rheingau Taunus Kreis and the state of Hesse. Together we aim at building a social business network that initiates projects to help solve social problems. Wiesbaden is one of the first two cities worldwide to implement a comprehensive social business concept, known as a "Social Business City". This includes the founding of various new social businesses; transformation of existing businesses into social businesses; setting up a financial infrastructure for social businesses and establishing social business incubators. We support Wiesbaden as well as partner cities in the realization of this concept..

Non-profit partners of EBS are the World Vision Institute, Caritasverband Wiesbaden-Rheingau, Diakonie Wiesbaden, Lebenshilfe Rheingau-Taunus e.V., Go Smile Uganda e .V. and other non-profit initiatives and organizations. They offer service learning opportunities and are also engaged in joint research activities related to the common good.

EBS also of course maintains a strong network of partner schools. Many of these partner schools are located in emerging and developing economies. Many of these will play a key role in managing the global societal transition towards sustainable development. Through its network, EBS can infuse students and partner schools for the need of ERS. Students coming from Brazil, Russia, India or China participate in courses such as "Business & Society" or the studium universale while staying at EBS.

Partner schools are located both in developed and less developed regions such as the BRIC countries (e.g. University of Sao Paulo, St. Petersburg University, Indian Institute of Management in Ahmedabad, and Tsinghua University), Eastern Europe (e.g. Estonian Business School in Tallinn), Asia (e.g. University of Malaysia), Africa (e.g. HEM – Institut des Hautes Etudes de Management, Casablanca), and South America (e.g. Universidad del Pacifico, Lima). By sending EBS students to these schools and countries, students gain direct and personal experience of the environmental and social problems these countries face.

6. INVITING TO DIALOGUES

As an organization that is largely driven by its stakeholders we are constantly engaged in dialogues with business leaders concerning current and future global challenges. Ongoing members of the staff, faculty and students of EBS play an active role in local clubs, corporations and organizations. EBS students and faculty members also take part in a range of ethical initiatives and conferences at both local and global level as well.

Conferences on important topics for businesses such as corporate ethics and sustainability are held regularly at the School's campus and bring the business community into direct contact with the School, faculty and students. Some of these conferences are organized directly by students themselves (Annual EBS Symposium and Entrepreneurship Conference for example), while others are organized by faculty.

The school also engages in a variety of dialogues for transfer and outreach activities through both faculty and students. Here is an overview on our current activities:

Contributor	Type	Idea	Contribution to	Example(s)
School & Faculty	Practitioner Roundtables	Exchange and develop ideas on ERS	Management Profession Local Communities Wider Society	Business Ethics Roundtable Women in Modern Leadership Roundtable
Faculty & Students	Practitioner Conferences	Foster dialogue on ERS	Management Profession Local Communities Wider Society	Social Innovation Germany Conference Ageing Society Conference
Faculty	Practitioner Workshops & Symposia	Exchange knowledge on ERS	Management Profession Local Communities Wider Society	Seniors4SocialChange E-Mobility Day
School & Faculty	Speeches, Fireside Talks Discussions	Transfer Knowledge on ERS	Management Profession Local Communities Wider Society	UNICEF Germany IBM Germany World Business Council for Sustainable Development

Institutes	Awards	Recognize ERS efforts	Management Profession	Golden Lily Award for responsible local businesses
Faculty	Advisory Functions	Support businesses in ERS	Management Profession	Bildungsstifter
Faculty	Associations	Foster networks on ERS	Management Profession Academic Community	International Group on Sustainable Value Chains
Faculty	Academic Conferences	Foster academic knowledge exchange; networking	Academic Community	Julia Hartmann regularly attends the GRONEN Group on Organizations and the Natural Environment and the ONE division of the Academy of Management
Faculty	Academic Workshops	Foster academic knowledge exchange	Academic Community	Julia Hartmann regularly organizes such workshops on Sustainable Supply Chain Management

Corporate donor day

Once a year, EBS also hosts a corporate donor day that gives funders the opportunity to learn about the school's achievements, to reflect on the past year and to jointly develop ideas for future initiatives. These ideas are impulses meeting EBS aspiration to engage in managerially relevant research.

TED Talks

Each academic year EBS hosts a TED^XEBS event on a current topic of interest. This event not only draws a large crowd of interested citizens on campus. It also provide interesting intellectual contributions on current debates, trends and issues. On October 28, 2017 we for example hosted an TED^XEBS event on the theme: "The Turning point" and featured local refugees among other speakers.

Women Inspiring Business

"Women Inspiring Business – The Initiative" is a collaboration of EBS, Alumna, and students who want to enhance awareness on gender related topics. We will host events, provide interesting workshops, inspiring speeches as well as stimulating theme nights. We help female students to gain invaluable insight into their leadership capabilities, strengthen their relationship-building skills, and broaden their professional networks. Participants can attend, e.g. coaching sessions, roundtable-discussions, workshops, giving them direct exposure in close dialogue with executives and other talented women.

Social Impact Days

EBS Social Impact Days are held on regular terms at the beginning of each semester. Students, faculty members and partners of EBS Service Learning Program are invited to discuss the results of last terms community based research studies and service learning issues from last term and hear from new opportunities to become engaged. At each event we therefore introduce a major NGO, presented by a prominent speaker.

7. NEW ORGANISATIONAL PRACTICES

As an international private university EBS is continuously seeking to further improve its quality processes. In this context, the international accreditation by AACSB is one of the main strategic goals of EBS.. It helps to foster the internationalization of faculty, students, and the quality of the partner school network.

The AACSB accreditation process has been underway since 2016, with the submission of the Initial Self Evaluation Report (iSER) in March 2018. The iSER concerns each main Business School topic. Each topic is imbedded in the EBS Business School mission which reflects the belief that future decision makers' pivotal challenge is the need to develop the ability to respond to a changing economic, social, technological, and political environment increasingly shaped by volatility, uncertainty, complexity, and ambiguity. Its response is a strategy which incorporates this paradigm and which specifically addresses the uncertainty of the economic and social environment caused by globalization, as well as technological change and disruption. Aligned with its mission, EBS Business School strives to make an impact on the national and international level, in all main activities, including its research, teaching, and executive education. Within these activities, EBS Business School selected a limited number of areas with notable national and international significance. Those areas are part of the current efforts to refine the existing processes and introduce new processes and measurements. The below defined four key focused areas are namely the strategy, faculty hiring and promotion, the program review and the new assurance of learning process:

Strategy. The School has reviewed and modified its strategy process by clearly distinguishing between a major and a minor strategic review. A minor review is congruent with the last phase of a major review. In addition, the School has increased the engagement of external stakeholders, which include its new majority owner SRH Group, in the review process. The 2017 major strategic review followed the new process and served as a basis for minor refinements to this process.

Faculty Hiring and Promotion. EBS Business School made several improvements to its processes and policies for the recruiting, hiring, and promotion of faculty. The guidelines for faculty appointment & promotion and the tenure track policy were revised and discussed with existing faculty and respectively became effective in February 2018 and will become effective in April 2018. The faculty hiring processes were formalized and standardized and are now centrally coordinated under the supervision of the Dean.

Program Reviews. The School has revised its program review processes and implemented a clear schedule for planned reviews. Again, major and minor review processes are now clearly distinguished. The degree of formalization, the faculty's structured involvement, and the role of Assurance of Learning objectives were enhanced in both processes. The School now makes more intensive use of external advisory bodies during a major review. The major review of the Bachelor in Business Studies in 2017 was conducted according to the new process. The process itself was evaluated after the review and the currently ongoing review of all Master of Science programs follows the refined process.

Assurance of Learning. The School has set up a system and process for AoL. The existing learning goals were revised to ensure their mission alignment, were subsequently implemented, and mapped out in all programs. The School also adjusted its grading rubrics and implemented a system for data collection. The first data were collected at the end of 2017.

In line with the AACSB accreditation process requirements, the Business School will not only maintain its current efforts in the focused areas but will continuously improve the needed actions to fulfil the targeted goals. To accomplish these aims, the quality management will continuously report and document the obtained progress.

PRME KEY OBJECTIVES FOR 2018-2019

Our key objectives for the upcoming period are:

- Continue to implement and further the six principles of PRME as a leader in responsible management education at the undergraduate and graduate level
- Integrate the UN Sustainable Development Goals into management teaching, in particular into the master curriculum
- Pursue interdisciplinary research and curriculum development opportunities that reflect PRME principles in cross-school programs at EBS with academic, enterprise, and community partners
- Expand the opportunities for students and faculty to engage in innovative social impact programs and projects in collaboration with EBS research centers and cross-sector community partnerships